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Based on the philosophy of individuals taking responsibility for their own destinies through mutual self help, and drawing heavily from European cooperatives, Western Co-operative College provides training for elected officials and employees of cooperatives such as marketing, consumer, finance, service, and education cooperatives, and government departments. Permanent residential facilities were opened in 1962 in Saskatoon, Saskatchewan and added to in 1965. Objectives are to develop and conduct programs for persons interested in cooperatives, carry on research and scholarship programs, provide consultative services, develop a cultural center, maintain a library, make and enter into contracts, and provide other services. Although it lacks a research program and adequate funds for staff and library, the residential facilities, involvement of clients in program planning, emphasis on self help and back-home applications are great strengths. Challenges for additional services in the future will necessitate financial support and association with other educational agencies. (eb)

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WESTERN CO-OPERATIVE COLLEGE

(Study of an Agency)

Project Study

for

EDUCATION 480

University of Saskatchewan

Saskatoon

Separate Aspects Prepared

by

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March, 1963.
(detail updated March 1967)

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P R E F A C E

This study of Western Co-operative College was carried out as an assignment for the class in Continuing Education in To-day's Community being offered for the first time at the University of Saskatchewan in 1962-63. This edition was updated in March, 1967.

Since the College is a significant example of an agency established for, and dedicated to, the promotion of learning among adults, it was felt to be a fitting project for the three instructors from the College taking this class.

Separate aspects of the Study Outline were prepared by each instructor. The joint presentation of the information was made on February 9th when the class was invited to meet at Western Co-operative College.

The consolidated study is found on the following pages.

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WESTERN CO-OPERATIVE COLLEGE

I. INTRODUCTION

A. NAME

The agency being studied is Western Co-operative College. This name was selected to indicate a standard of program and the main geographical area to be served.

B. AREA OF INTEREST

The area of interest of Western Co-operative College is people and the organizations through which they own and control services they use.

People participating in the College program include the public generally, members of co-operatives, elected officials, managers, and other employees. The program deals with such areas as: co-operative principles and organizations, adult learning principles and methods, leadership, management, and business operations.

C. PHILOSOPHY OR APPROACH

The philosophy of the College is that individuals can and will solve their problems and shape their destinies if given the opportunity and the resources. It was Abraham Lincoln who said that the safe repository of power must be with the people who are to be governed. The program of the College is aimed at providing resources in knowledge and skills so that people can effectively own and control the services they use.

In providing these resources the College strives to be objective, with emphasis on exploration, evaluation, and application.

The College cannot provide training direct to the many members, officials and employees of co-operatives. Consequently, the approach used has the objective of maximizing the "multiplying effect" of the program. This is achieved through training the leaders -- both elected and employed, who in turn pass on the training in their districts or within their own co-operative organizations.

D. EDUCATION SECTOR

The major concern of Western Co-operative College is with continuous learning among adults. The primary focus is on education and training for elected officials and employees of co-operatives in the areas required for them to effectively carry out their responsibilities.

E. THE CLIENTS

The clients of the College are primarily co-operative organizations -- marketing, consumer, finance, service and education co-operatives and government departments, both provincial and federal. The membership of the College consists of co-operatives most of which are central co-operative organizations such as the Wheat Pools and Federated Co-operatives Limited. These use the training services of the College, both for the training of their own officials and staff, as well as for training directors and employees of the local co-operatives or credit unions which make up the membership of the central organizations.

In addition, the College provides training for such groups as school teachers, Eskimos and overseas students from the developing countries. The overseas students study in Canada under the Colombo Plan or other programs of the External Aid Office of the Canadian Government.

Most of the courses are conducted in Saskatoon, with participants coming mainly from the Prairie Provinces. However, some courses are held at central locations across Canada including Vancouver, Edmonton, Winnipeg, Regina, Toronto and Moncton.

II. THE ROOTS - (Historical Development)

A. PHILOSOPHICAL BACKGROUND

The purpose and philosophy of Western Co-operative College find their roots in the reorganization of society begun by the Industrial Revolution in Britain in the early 1800's.

The introduction of mass production in factories placed the workers in a completely dependent position.

Various attempts at reorganizing society in a more stable and democratic pattern are illustrated by four "movements". Although the general objectives of these movements were similar in that they were all designed to improve the lot of the dispossessed workers, the basic philosophies of these movements were quite different:

1. The Chartists promoted universal (male) suffrage so that workers could use political power to get protection by laws dealing with "Hours of Work", "Child Labor", etc.

2. The Labor Union movement was an attempt by the workers to counteract the economic power of the Cotton Lords by united bargaining power.

3. The Owenite movement, based on what might be termed the principle of Social Welfare, encouraged factory owners to establish model villages of workers, with improved living and working conditions, better education facilities for children, etc. That is, the "Haves" should provide for the "Have Nots".

4. The Co-operative movement promoted the philosophy of individuals taking responsibility for their own destinies through mutual self-help. This had great appeal, but the implications were, and are, rather far-reaching. If workers were to direct the benefits of production toward

the general benefit of all concerned, then obviously the ownership and control of the tools of production had to be equitably shared among them. Therefore, they developed a new kind of business organization where:

(a) Membership (ownership) was open to all who could use its services.

(b) Control was shared on a democratic basis, with all members having equal voting power, regardless of investment.

(c) Returns on invested capital were limited, and

(d) Surplus earnings and other benefits were returned to the owner-members in proportion to the use they had made of the services of the organization.

The Rochdale Society of Equitable Pioneers (1844) set up a retail store with the modest capital of $140.00. One of its objectives was to use the savings of the retail stores to gain ownership and control of wholesales and manufacturing organizations. However, if the uneducated and inexperienced workers were to give intelligent direction to, and to carry out efficient operation of, their business, then they would require a continuous program of education and training. The Rochdale Society recognized this and listed "continuous education" as one of its recommended practices.

The need for continuous education is inherent in the co-operative approach because:

i. the participants are drawn from the rank and file of society, and

ii. responsibility for direction and control rests with <u>all</u> participants.

B. EARLY EDUCATIONAL PROGRAMS

1. Europe -- Among the more formally organized programs of education developed by the Co-operative Movement may be listed:

(a) The Co-operator - the first newspaper dedicated to the education of the common people in the philosophy and methods of co-operative business, started by Dr. Wm. King in 1840.

(b) The Co-operative College at Loughborough, England, 1886.

(c) Co-operative training schools in the Scandinavian countries which developed into Co-operative Colleges in the mid-1920's.

The influence of these Colleges and Schools on the Canadian scene is evident from the records of a meeting of representatives of various co-operatives in Regina, August 9th, 1955[1]. At this meeting the Hon. W.S. Lloyd, Minister of Education in Saskatchewan, reported on his visit to the Co-operative College at Loughborough, England; Mrs. Henry Lawrence of Lashburn reported on her visit to residential Co-operative Schools in Norway; and Mr. J.J. Siemens of Altona, Manitoba, reported on his visits to the Vargard School in Sweden, the Co-operative Colleges in England and Denmark, as well as on his personal visits with Peter Manniche, then Principal of the Elsinore School in Denmark. The program of the Elsinore School was aimed primarily at members and directors, and employed the group discussion technique almost exclusively. The following quote from Peter Manniche: "The natural life of a co-operative without an educational program is a generation and a half". was much used by the early organizers of Western Co-operative College[2].

2. Western Canada -- In Western Canada, as in Europe, the co-operative movement was largely promoted by people generally untrained and inexperienced in business methods. Therefore, continuous education and training was, and is, a necessity. Some of the earlier organized approaches to education and training that led rather directly to the organization of Western Co-operative College are:

(a) The Federation of Southern Manitoba Co-operatives (retail co-operatives at Gretna, Altona, Lowe Farm, Plum Coulee and Winkler) with a full-time Education Director since 1938.

(b) Education programs conducted by the fieldstaffs of Wheat Pools, Credit Unions and Wholesales in the three Prairie Provinces.

While these did not include many formal classes, they had the effect of building recognition for the need of more formalized class-type of training and education.

(c) Annual Directors' Conferences and annual one-week Training Classes conducted by the Manitoba Co-operative Wholesale for employees of retail co-operatives 1946 - 1954.

(d) Series of one-week classes in Accounting, Bookkeeping and Merchandising conducted by Saskatchewan Federated Co-operatives Limited, starting in 1946, leading to the appointment of a full-time Training Director in 1951.

(e) Annual Directors' Conferences conducted jointly by the Co-operative Union of Saskatchewan and the Department of Co-operation of the Saskatchewan Government.

C. DEVELOPMENT OF WESTERN CO-OPERATIVE COLLEGE

After his visit to the British and Scandinavian Co-operative Colleges and Folk Schools, Mr. J.J. Siemens (member of the board of

directors of the Federation of Southern Manitoba Co-operatives, and of the Manitoba Co-operative Wholesale Limited) instigated numerous discussions in both of these organizations on the need for a more organized program of education for the membership and training for the employees of co-operatives.

1. International Co-operative Institute - 1951 -- These discussions resulted in the formation of an organizing committee in early 1951, consisting of: Chairman, J.A. Fehr, Altona; Secretary-Treasurer, G.W. Leckie, Winnipeg; John Harp, Winkler; and J.J. Siemens, Altona.

The name "International Co-operative Institute" was chosen because first, some co-operators in the U.S.A., e.g., Howard Cowden, President of Consumers Co-operative Association, Kansas City, Missouri, expressed keen interest and a desire to participate in the program, and second, "It is the hope of many co-operatives in North America that our movement may be able to render valuable assistance to the developing countries"[3].

The task of the organizing committee was to invite support for this proposed Institute. The initial goal was set at 300 individual life memberships at $100 each.

There was no organized promotion campaign, however, the organizing committee reported 27 paid-up and 12 partially paid-up members to the first Annual Meeting of contributors and other interested attendants, on March 17th, 1954. This meeting elected a Provisional Board of Directors consisting of: Chairman, J.A. Fehr; Secretary-Treasurer, G.W. Leckie; Professor A.D. Longman, Winnipeg; Mrs. A. Welch, Flin Flon; and J.J. Siemens, Altona.

Newspaper reports of this meeting resulted in membership applications being received from locations as far distant as the West Coast and New York City.

2. Co-operative Institute - 1955 -- The amalgamation of the co-operative wholesales of Manitoba and Saskatchewan, January, 1955, provided a broader base for, and gave new impetus to, organized education and training programs. Consequently, the Board of the International Co-operative Institute requested the Co-operative Union of Saskatchewan to take responsibility to "spear-head this Co-operative College project".[4]

At a joint meeting of the Boards of International Co-operative Institute and the Co-operative Union of Saskatchewan, attended by 12 other representatives of co-operatives in the three Prairie Provinces, plus representatives of the Saskatchewan Government Departments of Co-operation and Education, and University of Saskatchewan, on August 9th, 1955, the Co-operative Union of Saskatchewan formally agreed to accept the requested responsibility. The meeting agreed to change the name to "Co-operative Institute" and asked the Co-operative Union to immediately hire a Director to take over and expand the training programs formerly conducted by the two wholesales.

The new Director, H.E. Chapman, began conducting classes for co-operative employees in the name of the Co-operative Institute in October, 1955. By 1957, the program had developed sufficiently to warrant renting a classroom and offices in the Grain Building in Saskatoon, and adding an instructor to the staff. A second instructor was added in 1959 and enlarged premises rented in the Avenue Building, where a third instructor was added in 1960.

3. Western Co-operative College - 1959 -- By 1959, the expanding program of the Co-operative Institute emphasized the need for more permanent facilities, designed for a continuing program of adult education. To this end the Annual Meeting of the Co-operative Institute on October 2nd, 1959, decided to:

(a) Incorporate under The Societies Act of Saskatchewan and register in the Provinces of Alberta and Manitoba.

(b) Change the name to Western Co-operative College.

(c) Authorize the Board of Trustees to purchase 3.26 acres of land on the eastern edge of Saskatoon, and to organize a fund raising campaign for the purpose of constructing a residential adult education center.

The new facilities were officially opened on October 3rd, 1962, with additions in 1965. These provided three classrooms, seminar rooms, auditorium, cafeteria and dining room, and residence accommodation for 84 people. Total cost was $550,000. The total amount was donated by individuals, local organizations such as Consumers' Co-operatives, Credit Unions, Women's Guilds, and Wheat Pool Committees, and by provincial and regional co-operatives.

Membership in Western Co-operative College is open to all associations which, in the opinion of the Board of Trustees, are bona fide co-operatives. Actual membership, as at February, 1967, consists of 29 Central Co-operatives and 2 Retail Co-operatives in Western Canada.

References:

1 Minutes of that meeting

2 Pamphlet, issued by Organizaing Committee, International Co-operative Institute, Manitoba, Canada, 1953

3 Same as 2

4 I.C.I. Newsletter No. 3, 1955

III. THE SETTING

A. INTRODUCTION

With the basic assumption that "People can and will learn" and "That people can solve their own problems if given the opportunity and resources to do so", it is necessary to recognize the problems and needs which go hand in hand with such a philosophy.

B. PROBLEMS.

Because the "self-help" or co-operative method suggests involvement of as many people as possible, this means that various roles in the co-operative organizations are filled by the people drawn from the membership.

People are individuals, with individual ideas, therefore, in attempting to solve problems, various solutions appear reasonable. Sometimes the method of solving the problems becomes more important than the problem itself.

People learn by doing things for themselves. Trials, errors, mistakes, and success must be expected. The problem may be summarized as follows:

1. Much of the education about co-operation has come from practical experience with co-operatives. There appears to be too little emphasis on the "self-help" method in our formal education.

2. Lack of complete understanding of the "do it yourself" method leads to communication problems with the public, membership, employees, and elected officials.

3. Because of lack of understanding and the resulting emotional barriers, some tend to confuse co-operation with various other

methods of solving problems.

4. Leadership is drawn from the membership. In many cases there are sincere and dedicated people in leadership roles who have not had an opportunity for training for their various responsibilities.

5. Even where training was available there remained the problem of overcoming the assumptions that, one was "born a leader", or "a co-operator", and that "you can't teach an old dog new tricks".

6. The need for deeper understanding of these problems created a need for inservice continuous education programs which were compatible with the co-operative methods. This resulted in the need for public relations roles, as well as the need for education programs.

7. Attempts to set up education programs brought forth the recognition of numerous questions:

(a) Were there education or training needs common to all co-operative organizations?

(b) What needs were very specific to particular types of co-operatives?

(c) What needs could be met by existing organizations?

(d) What new organizations were required to meet general and specific needs for training?

(e) How should the programs be financed?

(f) Where would the "educators" be found to conduct the programs?

C. NEEDS

The people affected or involved in the problems could be classified to identify several areas of needs:

1. Public in General -- There was a need for the individual to develop a better understanding of the local, national, and international social and economic situations. There appears to be a need for all to understand the "self-help" method regardless of whether individuals agree that it may be one of the ways of solving social and economic problems.

2. Membership -- The membership in a co-operative is supposedly that element of the general public which feels the co-operative method is probably the best. With inadequate opportunity to clarify understanding this leads to various interpretations of "what a co-operative is?" and "what it should do?". There seems to be a need for a "clearing house" for basic principles and ideas.

3. Elected Officials -- This group of individuals is selected by the membership from its own ranks. There is not only a need for individuals to know how to select the most capable representatives, but also for development of basic skills in leadership, in interpreting and stating objectives of membership, and to formulate policies which support these objectives.

4. Management -- In the past, management tended to be selected from the ranks of those who were sincere promoters of the co-operative methods and were not necessarily well prepared to manage and operate a business. These people needed training in business methods. As technical changes came, there was a need for retraining, this coupled with growth of co-operatives, created a need to recruit people outside the co-operative movement. Some managers found it difficult to relate their previous experience to the objectives

and methods of the "self-help" group. The new role involved not only technical skill, but stresses the need for working with many people and providing them with information they required for decision making. This gave most managers a new role which requires understanding of adults and how they learn.

5. Educational and Technical Fieldmen -- To aid managers in their new roles, and to attempt to meet a wide variety of needs already listed, co-operative organizations began to employ fieldmen. These fieldmen were required to work with the public, members, elected officials, and other employees to promote understanding of co-operation and the technical aspects of operating a co-operative. This again implied a need for understanding of adults and how they learn - of the "learning process" and teaching methods.

These emphasize the need for continuous learning by those involved. There were resources to be used, but the problem was how to organize their use in the most effective manner.

D. RESOURCES

Various efforts by co-operatives led to the application of the "self-help" method to adult education, and a number of organizations developed education and training programs to meet needs. Gradual exchange of ideas led to the recognition that there were various roles each educational organization could play at the local, district, provincial, and national levels. Western Co-operative College was established after many of the training needs were determined at the interprovincial level. These needs appeared to be common to all co-operative organizations in Canada

and became the objectives of the newly formed educational organization. The general objectives are listed below and elaborated further in discussion on program and methods.

E. OBJECTIVES OF WESTERN CO-OPERATIVE COLLEGE

The general objective of Western Co-operative College is: "To provide education and training in co-operative principles and methods and their application to economic and social needs". More specific or working objectives of the College are:

1. To develop and conduct training programs and courses for people interested in co-operatives.
2. To establish and carry on scholarship and research programs relating to co-operatives.
3. To provide consultative services for co-operatives.
4. To develop a cultural center for co-operatives.
5. To establish and maintain a library.
6. To make and enter into contracts.
7. To provide such other services as shall be conducive to the attainment of the objectives of the College.

IV. THE PRESENT PROGRAM

A. PURPOSES AND MAJOR EDUCATION ACTIVITIES

The more detailed statement of objectives and the program developed for each is as follows:

1. Objective -- To develop and conduct training programs and courses for persons interested in co-operatives.

   Program

   (a) Training program in the field of management includes the following course units (5 days each):

   Co-operative Information

   Basic Merchandising

   Basic Management

   Management of Personnel

   Management of Finance

   Management of Merchandising

   Basic Supervision

   Business Administration

   Bookkeeping and Accounting

   Certificates in Co-operative Management are being offered for successful completion of portions of this program.

   (b) Training program in adult education principles and methods consists of a series of course units for people responsible for education, training, or supervision. The units are as follows:

   Co-operative Information

   Basic Adult Education

   Program Planning and Evaluation

Adult Learning Theory and Techniques

Communication

Community Development

Democratic Group Processes (Human Relations Institute)

Certificates in Co-operative Education are being offered for the successful completion of specified portions of this program.

(c) Training program for Credit Union Personnel - This program contains the following course units:

Credit Union Information Course

Credit Union Management (1st Year)

Credit Union Management (2nd Year)

Financial Counselling

A certificate in Credit Union Management is offered for successful completion of this series.

(d) Training program for Co-operative Directors - This program contains several units:

Leadership in Co-operative Enterprise

Senior Policy Makers Course

Selected units from other series listed above.

(e) Various combinations of units in these programs are used to meet specific needs:

i Travelling Superintendents of the Wheat Pools are scheduled to take a specially designed series which is a combination of existing courses to meet specific needs.

ii School teachers attend the Co-operative Information course.

iii Overseas students study in a number of the courses listed above and also take special courses to meet their needs.

iv Eskimos take a special course of study designed to meet their needs and including concepts from a number of the courses listed above.

(f) Providing correspondence course services:

i Providing tutoring and administrative services for people in Western Canada enrolled in the Correspondence Courses on the Co-operative Movement. These courses were prepared by the Co-operative Union of Canada.

ii Obtaining information and providing guidance on commercial correspondence courses (Accounting, Management, etc.) that would be useful in the development of employees of co-operatives.

2. Objective -- To establish and carry on scholarship and research programs relating to co-operatives.

Program -- The College has no organized program of research at present.

It does have a Bursary Fund designed to pay tuition fees and living costs of community leaders wishing to take basic courses and is in the process of establishing a Western Co-operative College Foundation.

3. Objective -- To provide consultative services for co-operatives.

   Program -- An increasing amount of assistance is being provided in analyzing training needs for co-operative members, elected officials and employees, and in planning programs of education and training.

4. Objective -- To develop a cultural center for co-operatives.

   Program -- No organized program has been developed. However, an increasing number of people are recognizing the College as a source of information on co-operatives and on education techniques and methods. Also many co-operative organizations are utilizing the facilities for meetings and conferences.

5. Objective -- To establish and maintain a library.

   Program - A library has been established in the College. Some of the related services provided are as follows:

   (a) The College library now has a significant number of books for use of students while at the College, and of the staff.

   (b) Sale of books used in class to students.

   (c) A number of films and filmstrips have been purchased for training purposes.

   (d) Pamphlets, periodicals and co-operative publications are received for use of staff and students.

6. Objective -- To make and enter into contracts.

   Program -- The College contracted with the Center for Community Studies for courses on Program Planning, Adult Learning and Extension Techniques, and Communication when these were first

developed. It is now contracting in the production and conducting of courses for co-operatives and for government departments, such as the External Aid Office and the Department of Northern Affairs.

7. Objective -- To provide such other services as shall be conducive to the attainment of the objects of the College.

Program -- Under this general objective, the College staff assists on a number of organizations and committees:

Youth Committee of Co-operative Development Association

Human Relations Council, which plans the Human Relations Institute

National Committee for Research on Co-operatives, a committee of the Co-operative Union of Canada

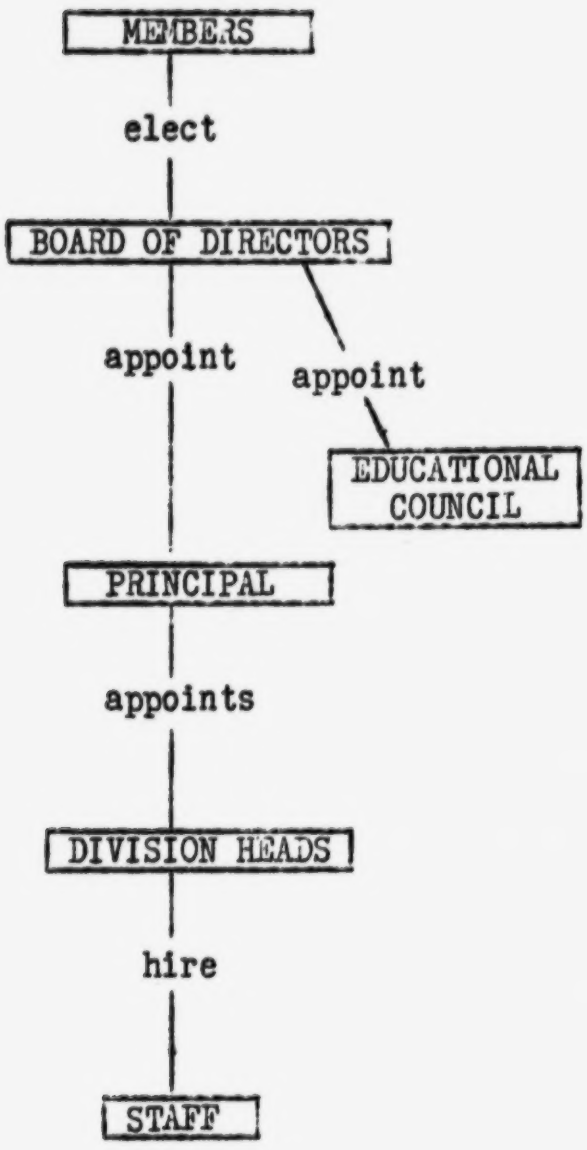
Canadian Association for Adult Education

Saskatchewan Association for Adult Education

Association for Co-operative Education

B. ORGANIZATION

1. Organization for Development and Control -- The organization for developing and controlling the College involves several groups. These groups and their general responsibilities are illustrated and described as follows:



(a) The Members -- Thirty major co-operative organizations - through their delegates to the annual meeting establish the objectives for the College, provide support through finance and use of the services, and evaluate the performance in achieving the objectives.

(b) Board of Directors -- Nine people elected from the delegates, representing different types of co-operatives in each of the Prairie Provinces. The Board is responsible for establishing policies and goals and obtaining money required, appointing the Principal, appointing the Educational Council, evaluating progress in achieving objectives and providing general leadership.

(c) Educational Council -- Consists of five members including the Principal. Acts in an advisory capacity to the Board in evaluating and recommending programs.

(d) Principal -- Responsible for the management of the College in accordance with policies, established by the Board of Directors. The Principal appoints division heads (Program and Services) who, in turn, hire staff.

(e) Staff -- Responsible for planning and carrying out the portion of the program delegated to each.

2. Organization For Planning The Program -- For planning the program each major co-operative (client) is asked to appoint a contact person responsible for working with the College in planning its education and training program.

Discussions and conferences with clients and staff lead to determining additions or deletions of courses offered and the number required. The schedule for the following year is prepared in the late spring and printed in the College calendar.

C. EDUCATIONAL PHILOSOPHY AND METHODS

1. Philosophy -- Western Co-operative College is a residential Adult Education Center in which the program objective is to promote learning. Learning involves change in the knowledge, skills and attitudes of people who participate in the educational activities for the purpose of helping them to more effectively carry out their roles in the co-operative and in the community.

The participants are adults -- and, thus, vary a great deal in age, education, experience, and background. The human reaction to suggestions for change is resistance -- thus, the need to use methods which will motivate people to want to change.

Methods used by the College recognize adult learning principles such as the following:

(a) Start where people are -- not where we think they are or would like them to be.

(b) Problems must be considered important by those expected to solve them.

(c) People do not learn by being told -- they must go through a learning process.

(d) Significant learning takes place when facts and other information are integrated into the experience of the learner.

(e) People feel more responsible for that which they helped to create.

2. Methods -- Methods used include the following:

(a) Preparation of an Instructor's Course Book for each standard course -- with lesson plans for each session.

(b) Designation of a staff member as course co-ordinator responsible for the final planning and conducting of a course.

(c) Small groups facilitated by appropriate arrangement of tables.

(d) Pre-course assignments related to the content of the course.

(e) Organized study of selected textbooks.

(f) Use of appropriate questionnaires and discussion guides.

(g) Consultation with resource personnel regarding teaching methods.

(h) Continuous focus on previous experience of participants and on application of the information presented.

(i) Use of residence facilities to promote discussion of information and its back home application

The staff of the College is encouraged to develop knowledge and skill related to adult learning principles and methods.

D. RESOURCES AND FACILITIES

1. Financial -- The operating budget is divided into two sections, Program and Services. Program budget is received from three main sources:

(a) Annual grants from central co-operatives.

(b) Tuition fees.

(c) Fees for other services such as courses held in other parts of Canada, courses for Students from Abroad, and consultation and training workshops.

The Services budget is obtained through income from meals, from rooms, and from rental of facilities.

Monies for Capital Expenditures are obtained through donations from individuals, local co-operatives and credit unions, and central co-operatives.

2. People -- The College is engaging, or developing, its staff to provide competence in most of the areas being taught. In addition many technical resource people assist with the courses. These include people from the University of Saskatchewan and other Universities and Colleges in Canada and the United States. Specialists with co-operative organizations are invited to assist with technical aspects of courses as required. A contract with the Center for Community Studies provided technical assistance in developing the adult education series of courses.

3. Facilities -- The College facilities were designed with a view to promoting learning through a residential center. They include classrooms, seminar rooms, library, auditorium, cafeteria, student lounge, residences, and administrative area.

Many ideas in the design came from an International Residential Adult Education Seminar held at Port Elgin, Ontario in 1960.

E. PLANNING METHODS

The methods used in planning the College program have the objective of applying the principle of involving those affected by the program. Those affected include the organizations which are the members and clients of the College, the students, the staff, and the resource personnel. A brief description of the involvement is as follows:

1. College Member Organizations -- Establish the general objectives of the College at the Annual Meeting.

2. Board of Directors -- Set policies, receive reports and give general direction to program.

3. Client Organizations -- Appoint an individual or a committee to work with personnel from the College in determining training required, selecting the participants, and evaluating the program.

4. College Staff -- Hold staff planning meetings which include study of the program, scheduling courses, and assigning responsibilities for co-ordinator and resource roles.

5. Instructional Committees -- Staff committees study specific areas taught in the College program and recommend changes needed.

6. Program Planning Conference -- Annual Conference of the people responsible for training in the client organizations. This Conference studies ways in which the training needs of the client organizations can be co-ordinated to make most effective use of the College services.

7. Students -- Through formal evaluations and informal discussions they assist in the planning process of the College regarding training needs, scheduling, and use made of the training.

F. CONNECTION WITH OTHER AGENCIES

The relationship with other agencies results from the various roles of the College including training and general leadership in Continuous Learning programs. Related agencies and roles include the following:

1. Co-operative Organizations -- Assistance is provided in analyzing the training needs of the organization and determining what aspects of the needs should be met by the Co-operative College.

2. Adult Education Agencies -- The College collaborates with Institutions and Agencies such as the University Extension Division and College of Education, the College of Arts and Science, the Human Relations Council and the Center for Community Studies in developing programs of research and training in the field of adult education.

3. Organizations -- The College gives leadership and support to such organizations as the Saskatchewan Association for Adult Education, the Canadian Association for Adult Education, and the Association for Co-operative Education.

V. EVALUATING THE PROGRAM

A. STRENGTHS

The strengths of the program include the following:

1. Involvement of clients and participants in planning and evaluating the program. This helps to clarify needs to both the client and the College, and the planning becomes a learning process in itself.

2. Availability of residential facilities which are planned for adult education purposes.

3. Clients are oriented towards the self-help approach and, thus, are prepared to take responsibility for, and to support their education and training programs.

4. Orientation and training of staff is toward adult education principles and methods.

5. Teaching emphasis is on back home application.

B. WEAKNESSES

1. Lack of research program.

2. Library inadequate at present, (improvements being made).

3. Lack of finances to obtain the staff required to adequately carry out the program requested. Considerable time is required to build recognition and understanding of program ideas and requirements. The recognition is needed before money is made available. In a developing organization this results in a continuous shortage of finances and staff.

4. Lack of suitable criteria to determine which requests for services should be accepted by the College.

5. Need for further development and refining of the evaluation process.

6. Difficulty in obtaining technically qualified staff members who are also qualified in the field of adult education.

C. FUTURE POSSIBILITIES AND PROBLEMS

1. Possibilities

(a) Increasing the training services to present clients.

(b) Increasing the number of clients - some co-operatives are not using the services of the College.

(c) Increased extension of services to other parts of Canada.

(d) Additional services offered to the general public, (e.g.)

i courses for young people interested in employment with co-operatives

ii others wishing to broaden their knowledge of the co-operative movement.

(e) Increased services to developing countries.

2. Problems -- (Challenges or opportunities for the future)

(a) Building financial support for an increased program.

(b) Working out further suitable relationships with other agencies in the field of education.

(c) Strengthening the areas of weakness indicated above.

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